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PROVIDING ENRICHMENT OPPORTUNITIES THROUGH CAMPING AND OTHER SIMILAR ACTIVITIES (ELEMENTARY), SPRING 1966. PROGRAM EVALUATION.

MILWAUKEE PUBLIC SCHOOLS, WIS.

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OUTDOOR EDUCATION IN THE FORM OF DAY CAMPS, TEPEE CAMPS, THREE-DAY CAMPS, TEACHER-SELECTED FIELD TRIPS, AND A MOBILE NATURE MUSEUM WAS PROVIDED FOR CHILDREN FROM DEPRIVED AREAS. A TOTAL OF 11,680 CHILDREN FROM 44 ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS PARTICIPATED IN THE PROGRAM BETWEEN MAY 1, 1966 AND AUGUST 3, 1966. THE DAY AND OVER-NIGHT CAMPING EXPERIENCES TOOK PLACE AT ESTABLISHED CAMP FACILITIES IN WOODED AREAS. FIELD TRIPS WERE CONDUCTED TO DAIRY FARMS, STATE FORESTS, A ZOO, AND A CONSERVATORY. THE MOBILE NATURE MUSEUM WAS A MOBILE TRAILER CONTAINING DISPLAYS WHICH WERE DESCRIBED TO THE STUDENTS BY A QUALIFIED NATURALIST. QUESTIONNAIRES DISTRIBUTED TO STUDENTS, TEACHERS, STAFF MEMBERS, PARENTS, ADMINISTRATORS, AND A SCHOOL PSYCHOLOGIST LED TO THE CONCLUSIONS THAT (1) THIS WAS A PARTICULARLY VALUABLE EXPERIENCE SINCE SUCH FACILITIES WERE NOT GENERALLY AVAILABLE TO THE POVERTY AREA CHILDREN, AND (2) OBJECTIVES CONCERNED WITH THE DEVELOPMENT OF SOCIAL-DEMOCRATIC LIVING HABITS, NEW RECREATIONAL AND VOCATIONAL OPPORTUNITIES, AND INTEREST AND UNDERSTANDING IN THE OUTDOOR ENVIRONMENT WERE WELL MET. APPENDICES PRESENT SAMPLE QUESTIONNAIRES AND DATA SUMMARIES. (SF)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ED013141

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PROVIDING ENRICHMENT OPPORTUNITIES THROUGH CAMPING AND OTHER SIMILAR ACTIVITIES

ELEMENTARY

SPRING 1966

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

DEPARTMENT OF ELEMENTARY CURRICULUM AND INSTRUCTION

FUNDED UNDER TITLE 1 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

RC 001184

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INTRODUCTION

General Purpose

The purpose of this project is to provide "out of school" enrichment opportunities for children from areas of economic deprivation. These opportunities were provided through programming of Day Camps, Tepee Camps, Three-Day Camps, Teacher-Selected Field Trips, and a Museum-Nature Mobile. Opportunities to participate in activities of this type are not normally afforded these children because of limited personal funds. Teachers and playground leaders faced with the problem of collecting funds for these purposes have often been discouraged in the past. This project provided financial assistance to children from deprived areas so that they can also enjoy these activities.

Project Significance

This project is unique in that it provides opportunities for learning and enrichment which many of these children have never before experienced. The funds provided for this project allowed the children to be transported out of the central city area to participate in various outdoor activities.

Project Dates

This project consisted of a series of relatively short activities. The first activity began on May 1, 1966, and the last activity was completed on August 3, 1966.

Specific Objectives

The objectives of this program were:

1. To provide enrichment opportunities through camping and other similar activities for children that would normally be unable to participate because of insufficient family resources.

2. To provide, through direct experiencies, greater aspects of learning and social/democratic living.

3. To introduce the children to new recreational and vocational opportunities.

4. To stimulate an interest in the wider outdoor environment and develop an understanding of intelligent use of our natural resources.

POPULATION SERVED BY PROJECT

Schools Served by Project

Children from the following school participated:

ELEMENTARY
Auer Avenue
Victor L. Berger
Brown Street
Cass Street
Center Street
Dover Street
Eighteenth Street
Elm
Eugene Field
Fifth Street
Fratney Street
Frederick J. Gaenslen
U.S. Grant
Albert E. Kagel
Keefe Avenue
Byron Kilbourn
Robert M. La Follette
Lincoln Avenue
Henry W. Longfellow
William McKinley
Alexander Mitchell
Mound Street
Ninth Street
Henry L. Palmer
Franklin Pierce
Pleasant View
James Whitcomb Riley
Siefert
Story
Twelfth Street
Twentieth Street
Twenty-seventh Street
Wisconsin Avenue
Vieau

JUNIOR HIGH SCHOOL
Kosciuszko
Roosevelt
Walker

HIGH SCHOOL
Custer
Rufus King
Lincoln Junior-Senior
North Division
Riverside
South Division
West Division

In addition to the schools listed above, children from 53 playgrounds which operated during the summer participated in activities called for by this project.

Pupil Involvement

A total of 11,680 children from the poverty area of the city participated in this project. A specific breakdown of the number of children

participating in each activity will be given later in this report.

Teacher and Staff Involvement

The camp staff consisted of regular classroom teachers, central office staff, junior counselors from local colleges and universities, and other ancillary personnel such as cooks, nurses, etc. The staff was selected because of their interest in outdoor education, their availability to serve, and in many cases because they taught the group which went to camp.

DESCRIPTION OF PROJECT PROCEDURES AND ACTIVITIES

General

This program was performed in two parts. The first phase (Phase A) was conducted during the latter part of the second semester, 1966 and was directed by the Division of Curriculum and Instruction. The second phase (Phase B) was performed during the summer, 1966 and was directed by the Division of Municipal Recreation and Adult Education. The activities performed under each section of this project will be discussed separately.

Phase A - Division of Curriculum and Instruction

Camp Whitcomb - Camp Facility

Camp Whitcomb is owned by the Milwaukee Boys' Club of Milwaukee, Wisconsin. It is located approximately 30 miles northwest of Milwaukee, and has provisions for approximately 160 campers. Camp Whitcomb was operated for portions of three weeks between May 16, 1966 and June 3, 1966. A total of three, three-day encampments were conducted, and 236 students from eight schools in the poverty area

of the city participated in the activities which included boating, fishing, archery, nature study, and many similar topics. The students were taken to and from camp in bonded carriers, and were accompanied for the entire encampment by their regular classroom teachers. The camp was run by a Camp Director, his Assistant, and other staff.

Camp Upham Woods - Camp Facility

Camp Upham Woods is owned by the University of Wisconsin and is located approximately 120 miles from Milwaukee at Wisconsin Dells. Part of the camp is located on the famed Blackhawk Island, and it can accommodate approximately 110 campers. Camp Upham Woods was in operation for two, three-day camps between May 16, 1966 and May 27, 1966. A total of 121 students from four schools participated in the activities at this camp. Interpretive programming at Upham Woods was quite similar to that at Camp Whitcomb with the added feature of being located in the Dell country. Students were transported by bonded carrier, and the camp was staffed in the same manner as Camp Whitcomb.

Camp Trees for Tomorrow - Camp Facility

Camp Trees for Tomorrow is located at Eagle River, Wisconsin which is approximately 250 miles north of Milwaukee. This camp has accommodations for approximately 80 campers. Camp Trees for Tomorrow was operated for two, three day encampments between May 15, 1966 and May 28, 1966. A total of 65 students from seven schools participated in the camp activities. Transportation and camp staffing were accomplished in the same manner as in the other camps. All students

who participated at this camp were from seven high schools in areas of economic deprivation, and the activities were geared to a level which was appropriate for this group.

Milton C. Potter School Forest - Day Camp Facility

Milton C. Potter School Forest is located near Whitnall Park in southwestern Milwaukee County. This area consists of 50 acres of natural woodlands, but does not have facilities for over-night camping. This camp was used for day-camping between May 1, 1966 and June 10, 1966. A total of 1,797 students from 19 schools in deprived areas participated in one-day camping trips at the school forest. Transportation to this camp was by bonded carriers and the interpretive programming included guided trips by experienced naturalists.

Teacher Selected Field Trips

A number of teacher selected field trips were included in this phase of the Outdoor Education Project. A total of 3,979 students from 22 schools participated in these field trips which included visits to such places as:

1. Dairy farms
2. Eagle, Wisconsin
3. Grant Park
4. Kettle Moraine State Forest
5. Mouthe Lake
6. Milton C. Potter School Forest
7. Milwaukee County Parks
8. Milwaukee County Zoo
9. Milwaukee Harbor
10. Mitchell Park Conservatory
11. Old MacDonald's Farm
12. Wisconsin Dells, Wisconsin

Transportation for these trips was provided by bonded carriers, and the students were under the supervision of their regular classroom teachers.

Phase B - Division of Municipal Recreation and Adult Education

Grant Park Outdoor Education Center - Tepee Camp

The Grant Park Outdoor Education Center is owned by the Milwaukee County Park Commission and is operated by the Milwaukee Recreation Division. The center is located at the extreme north end of Grant Park near East College Avenue and South Lake Drive. This area has facilities for a maximum of 50 school children and includes a craft workshop building, camp house, interpretive museum, and wooded trails along the Lake Michigan shoreline.

The center was used as a "Tepee Camp" between June 27, 1966 and July 15, 1966. A Tepee Camp is limited in membership for boys and girls who are six to nine years old. Tepee Camps are either three or four days. The campers come during the day, bring a bag lunch, and return home for the night. This schedule is repeated for the duration of the camp period. Grant Park was used for three Tepee Camps--two of which were four days in length, and the other three days in length. A total of 77 children from deprived areas attended these three Tepee Camps. In total, the center was operated for 11 calendar days and was utilized for 294 camper days.

Transportation was furnished by bonded carriers, and the camp was staffed by a qualified naturalist and accompanying teachers. Camp supplies and equipment were furnished by the Milwaukee Recreation Division.

Hawthorn Glen Tepee Camp

Hawthorn Glen is owned by the City of Milwaukee and is operated by the Milwaukee Recreation Division. It is located in the City of

Milwaukee at North 60th Street and West State Street. The camp has facilities for a maximum of 40 students, with a craft workshop building, fieldhouse, interpretive museum, and wooded trails.

Hawthorn Glen was used as a Tepee Camp between June 21, 1966 and July 7, 1966. The basic operation transportation, staffing, and activity schedule for this camp was the same as at Grant Park. Hawthorn Glen was used for three Tepee Camps--two of which were four days in length, and the other three days in length. A total of 86 campers from deprived areas attended Tepee Camps at Hawthorn Glen. In total, this camp was in operation for 11 calendar days and was utilized for 324 camper days.

Palmyra Pioneer Camp - Day Camp

The area know as Palmyra Pioneer Camp is owned by the State Conservation Department and is operated by the Milwaukee Recreation Division. It is located at Palmyra, Wisconsin, in the southern Kettle Moraine Unit, approximately 41 miles southwest of Milwaukee. The camp has facilities for a maximum of 40 day campers and includes a craft workshop building, outdoor wash stand, pit toilets, interpretive museum, and trails.

Palmyra was used as a "Day Camp" between June 21, 1966 and July 7, 1966. A Day Camp is the same as a Tepee Camp except that the age of the children is eight to twelve years. The basic operation, transportation, staffing, and activity schedule is quite similar to the Tepee Camps.

Three Day Camps--two, four-days long, and one, five-days long-were held at Palmyra. A total of 90 children attended these three

Day Camps thereby logging a total of 386 camper days.

Forest Lake - Day Camp

Another Day Camp was conducted at Forest Lake which is located in the northern Kettle Moraine Unit approximately 45 miles northwest of Milwaukee. This camp is owned by the State Conservation Department and is operated by the Milwaukee Recreation Division. The camp has facilities for a maximum of 40 day campers, with a combination craft workshop and interpretive museum building, pit toilets, interpretive trails, and lake shore frontage.

Forest Lake was used for three Day Camps--two, four days long, and one, five days long. A total of 85 campers from deprived areas attended this camp logging a total 346 camper days.

Interpretive Guide Trips

Interpretive guide trips consisting of one-day camp outings were included in this project. In keeping with this, a total of 912 children in 27 groups from poverty areas of the city were taken to the Palmyra Outdoor Education Center or the Whitnall Park Outdoor Education Center. The facilities at these centers are similar to the Day and Tepee Camps so the only difference in this activity is the length of time spent at the facility. Interpretive guide trips were held for the six week period beginning June 27, 1966 and ending August 8, 1966.

Museum-Nature Mobile

The Museum-Nature Mobile is a mobile trailer containing displays and specimens which are made available to children in schools and on

playgrounds. The displays are described to the children by a qualified naturalist.

Between June 27, 1966 and July 22, 1966, the Museum-Mobile was visited by 4,232 children.

A new, more spacious Museum-Mobile is being built under this project, and, at the time when this report was written, bids had been let on the various parts of this work. The new Museum-Mobile should provide for even better service in the future.

EVALUATION PROCEDURE

Evaluation Design

In order to evaluate this project, a descriptive design incorporating student questionnaires, teacher and staff questionnaires, administrator questionnaires, and qualified observations was implemented. This type of design was employed because of the nature of the program; i.e., it was felt that standardized tests would not evaluate the project's goals.

Procedures Used in Analysis of Data

The data collected by the various questionnaires were analyzed by tabulating the responses to each question. Implications can then be drawn concerning the value of the program by identifying the consensus of opinion of the various groups questioned. Specific sample sizes, selection procedures, and response rates will be given later in this report.

Design Limitations

Of necessity, this type of design will yield conclusions which are subjective in nature. Thus personal bias and a "Hawthorn effect" may be in evidence in the results.

EVALUATION RESULTS

Student Questionnaire - Camp Whitcomb

In order to assess the reactions of students attending school camps (Camp Whitcomb, Camp Upham Woods, and Camp Trees for Tomorrow) a random sample of 177 of the 236 students who attended Camp Whitcomb were asked to fill out a student questionnaire. The students were asked to fill out the questionnaire approximately two weeks to one month after their return from camp. The questionnaire was administered in their regular classroom by the research assistant and it was emphasized that their responses would not be seen by their regular teachers. A summary of the responses to this questionnaire is given in Appendix A.

The data in Appendix A clearly indicate the favorable attitude these children had towards this program. One hundred seventy-five (98.9 per cent) indicated that they were glad they went to camp, and 168 (94.9 per cent) said they would like to go back to camp next year if they were given the chance. Many of the children felt that they learned about, and were more interested in, things in the outdoors such as trees, streams, animals, and fires.

The camping experience also seemed to have a positive effect on the social, recreational, and vocational development of the students. One hundred four (58.8 per cent) indicated that they played new games at camp, 109 (61.6 per cent) found out about new jobs, and 145 liked new people at camp. Only five students (2.82 per cent) said that they disliked jobs such as dishwashing and bedmaking, and 119 claimed that they were doing new jobs at home since returning from camp. One hundred twenty (67.8 per cent) indicated they felt their teacher was more of a

friend after camp indicating the positive effect of this experience on the teacher-student relationship.

Perhaps most important of all was the fact that 115 of the 177 (65 per cent) indicated that this was their first experience at camp. This points out the lack of opportunity which these children normally have for this kind of an enrichment experience.

Student Questionnaire - Grant Park Tepee Camp and Palmyra Pioneer Day Camp

The same questionnaire which was given to the participants at Camp Whitcomb was given to a random sampling of students attending Grant Park Tepee Camp and Palmyra Pioneer Day Camp while they were at camp. However, two questions--number 10 concerning "dishwashing" and number 12 concerning the "teacher as a friend" were deleted because they were not applicable to the Day Camp operation since the participants came from playgrounds. A total of 39 children answered the questionnaire, and their responses are tabulated in Appendix B.

The data given in Appendix B are comparable to those given in Appendix A, and the same general conclusions can be drawn. The students attending the Day and Tepee Camps seem to participate with the same vigor and enthusiasm as those attending regular School Camp.

Teacher Questionnaire - School Camping

Fourteen regular classroom teachers who attended School Camp (Camp Whitcomb, Camp Upham Woods, and Camp Trees for Tomorrow) with their classes were questioned concerning their opinion of the value of the experience. The questionnaires were distributed at the end of the school year, and a tabulation of their responses is given in Appendix C. Response to the questionnaires mailed was 100 per cent.

The data in Appendix C indicate that the teachers feel that school camping is of great value to the children who attended. They felt that the children:

1. Improved in democratic living habits
2. Improved in assuming individual responsibility
3. Had happy experiences
4. Applied school learning
5. Had a satisfactory social experience
6. Improved their attitude toward school
7. Applied camp learnings in school
8. Acquired an increased interest in arts and crafts
9. Acquired an increased interest in science

The teachers were universally positive in their comments, and felt that they had a closer relationship with their students as a result of the camping experience.

Teacher/Staff Questionnaire - Day and Tepee Camps

At the end of the summer program, 36 questionnaires were distributed to summer school teachers and the staff of the Day and Tepee Camps in order to assess their opinions concerning these two summer camp programs. All 36 responded to the questionnaire, and these are tabulated in Appendix D.

The professional summer staff was as enthusiastic concerning the Day and Tepee Camps as were the regular classroom teachers concerning the school camping program. An overwhelming majority responded positively to the specific questions presented in the questionnaire.

Parent Questionnaire - School Camping

Thirty-two questionnaires were mailed to parents of poverty area students who attended school camp at Camp Whitcomb. Sixteen questionnaires were returned (a response of 50 per cent), and the tabulation of the returns is given in Appendix E.

The parents were in agreement with students, teachers, and staff members concerning the value of this program. Of special interest were the responses to the question "If your child had not been able to attend school camp, would he have been sent to any other camp?" The universal answer to this question was no. School camp is the only opportunity that most of these children will ever have for this type of an experience.

Administrator Reactions - School Camping

Nine school administrators were asked to indicate the degree to which the outdoor education program had on the following desirable school characteristics:

1. Teaching-learning environment
2. Pupil attitude
3. Pupil-teacher relationship
4. Home-school relations
5. Teacher morale

The nine principals responded to the above characteristics according to the following key:

3 - Outstanding
2 - Satisfactory
1 - Unsatisfactory
0 - No Opinion

The mean value for the five characteristics was then computed yielding a composite value for each. These values were:

1. Teaching-learning environment - 2.78
2. Teacher morale - 2.78
3. Pupil-teacher relationship - 2.67
4. Pupil attitude - 2.55
5. Home-school relations - 2.33

The principals felt that the program fulfilled all of the characteristics to more than a satisfactory level, and in the areas of teaching-learning environment and teacher morale the principal rating approached

outstanding. In general, the principals joined the teachers, students, parents, and staff members in praising the effects of this program.

School Psychologists' Observations

A certified school psychologist attended Camp Upham Woods and observed the activities of the students in terms of the types of behavior they displayed. Upon his return, he submitted a brief report to the writer, and the report is presented here as it was originally written:

> It is my opinion that, especially for children from culturally deprived areas, the Upham Woods camping experience is an especially beneficial one. My opinion is based on the following observations and subjective interpretations:
>
> 1. For many it is a totally new experience, e.g., the bus ride, sleeping in cabins, the environment of relatively unspoiled woods and river, etc.
>
> 2. It is a group living experience where cooperation is necessary if the camping session is to be a successful one, e.g., it is necessary to have children involved in prior setting of the mess hall tables, one child at each table assigned to bring the food, rotation of post dinner kitchen police duties among each group, other clean up duties in camp, etc.
>
> 3. The children-counselor (teacher) relationship involves the teacher being placed in a new and, in my opinion, closer and more acceptable-to-the-student role, e.g., the teacher organizes and plays ball with the students; becomes involved in teaching them archery, rowing, etc., all of which activities have a high interest valence to the students; if the teacher selected has a good background in these activities and, of course, a personality compatible with the students, he or she is generally regarded rather highly by the students because of their high interest in the activities in which the teacher excells.
>
> As the teacher is accepted by the students, cooperation usually improves -- primarily through increased peer group pressure on non-conforming members -- and an almost father or mother surrogate relationship ensues. The importance of this is that the teacher utilizes placing responsibility on the individual and the group to conform, a disciplinary approach which may be entirely different, or at least differ in degree, from that practiced in the home.
>
> The teacher not only becomes associated with high interest

activities but also with being a concerned, somewhat altruistic; student-centered individual, e.g., the meals provided are good and of ample quantity, the teacher brings in the additional supply of blankets available at the camp (inner city children invariably come ill supplied with adequate bedding), money is sometimes loaned to the students in need of such for the buying of souvenirs, food and beverages at bus stops along the way; etc.

4. Supervision occurs in a setting somewhat similar to that of the home. Values differing from those that may be found in the home are initiated and reinforced, e.g., saying grace before meals, taking only a fair share of the food dishes being passed around at meal-time so that there will be enough for the others at the table (a not so common practice at the first meal), individual and group responsibility, sharing of labor, respecting the rights of others, leaving things in the same-or better-condition in which they were first found (these latter two values are constantly inculcated via the conservation theme continually stressed at camp), etc.

5. Real integration situations can be divised for promoting less anxious relationships between the Negro and white students, e.g., play activities, mixing table groups at meal-time, holding dances of a mixer type, invitations by one cabin to another for a popcorn and apple party, etc.

6. The physical facilities at the camp may actually be better than those at home. Having an ample supply of food (many inner city children stuff themselves completely at the first meal and, often, the following ones); viewing a fire in a large, modern fireplace; having thermostatically controlled heating in the girls' cabins (this is not the case for the boys), riding in an air conditioned Greyhound bus (as was the case for the last group of children with whom I worked), etc., are all enlightening experiences which may instill a desire---and, hopefully, provide the motivation for raising one's goals and the level of one's anticipated standard of living.

SUMMARY OF FINDINGS

Conclusions

This program was endorsed in the evaluation by students, teachers, parents, professional staff, school administrators, and a school psychologist. All were highly enthusiastic concerning the value of the experiences encountered by the children while camping. Of particular importance was the data indicating that the experiences provided for by this project were not available to poverty area children by any other means. This was indicated in the responses to the parent questionnaire where none of the children would have attended camps other than school camps, in the responses to the student questionnaire for school camping where 115 of the 177 (65 per cent) indicated that this was the first time they had attended a camp of any kind, and by the Day and Tepee Camp student questionnaires where 22 of 39 (56.4 per cent) were attending camp for the first time.

The questionnaire responses indicated that other objectives concerned with developing of social/democratic living habits, providing opportunities for new recreational and vocational opportunities, and developing an interest and understanding in the wider outdoor environment appeared to be equally well met. Questionnaire reactions were universally positive concerning the aspects of the program.

In conclusion, a comment from one of the parents can be used to adequately sum the climate of this program. "I think it was a wonderful experience that my son would not have had if the school had not offered it. I have seven children, and it is difficult to be able to give my children such opportunities."

Limitations

It should be noted that the procedure used to evaluate this program is highly subjective in nature, and bound to the opinions and biases of those responding to the questionnaires. The data presented in this report are not objective, and conclusions drawn should be made very cautiously. More objective measures will be employed in the future to measure changes brought about by these kinds of activities; e.g., disciplinary rates of children attending school camps can be contrasted with those not attending camp to identify social adjustment, and vocabulary lists could be employed to identify learning through increased interest in outdoor environment.

APPENDIXES

APPENDIX A

MILWAUKEE PUBLIC SCHOOLS

STUDENT QUESTIONNAIRE AND TABULATION OF RESPONSES FROM CAMP WHITCOMB
for
E.S.E.A. Project - Outdoor Education

Recently you went to camp with your teacher and classmates. Would you think about your trip, and then answer the following questions.

1. Was this the first time that you ever went to a camp?

   Yes [115] No [61] No Opinion [1]

2. Are you glad you went to camp? Yes [175] No [1]

   No Opinion [1]

3. Would you like to go back to camp next year? Yes [168] No [3]

   No Opinion [6]

4. Are you more interested in the outdoors now than before you went to camp? Yes [145] No [30] No Opinion [2]

5. Did you learn anything about the danger of fires while at camp?

   Yes [124] No [36] No Opinion [17]

6. Is it important for us to take special care of trees, streams, and animals in the outdoors? Yes [173] No [2]

   No Opinion [2]

7. Did you play any new games at camp? Yes [104] No [71]

   No Opinion [2]

8. Did you find out about any new jobs which you would like to do?

   Yes [109] No [64] No Opinion [4]

9. While at camp, did you find that you liked some people you had not liked before? Many [52] A Few [93] None [31]
No Opinion [1]

10. How did you like jobs such as dishwashing and bedmaking?
Enjoyed [96] Did not mind [75] Disliked [5]
No Opinion [1]

11. Did you do any new jobs at home since you came back from camp?
Many [30] A Few [89] None [57] No Opinion [1]

12. How do you feel about your teacher? More of a friend [120]
Less of a freind [4] About the same [52] No Opinion [1]

13. Was there anything at camp which you would have liked to spend more time doing? (Write your answer below)

APPENDIX B

MILWAUKEE PUBLIC SCHOOLS

STUDENT QUESTIONNAIRE AND TABULATION OF RESPONSES
FROM GRANT PARK TEPEE CAMP AND PALMYRA PARK DAY CAMP
for
E.S.E.A. Project - Outdoor Education

Recently you went to camp with your teacher and classmates. Would you think about your trip, and then answer the following questions.

1. Was this the first time that you ever went to a camp?

   Yes [22] No [17]

2. Are you glad you went to camp? Yes [39] No [0]

3. Would you like to go back to camp next year? Yes [36] No [2]

   No Opinion [1]

4. Are you more interested in the outdoors now than before you went to camp? Yes [28] No [10] No Opinion [1]

5. Did you learn anything about the danger of fires while at camp?

   Yes [23] No [16]

6. Is it important for us to take special care of trees, streams, and animals in the outdoors? Yes [37] No [1]

   No Opinion [1]

7. Did you play any new games at camp? Yes [20] No [18]

   No Opinion [1]

8. Did you find out about any new jobs which you would like to do?

   Yes [19] No [20]

9. While at camp, did you find that you liked some people you had not liked before? Many [6] A Few [25] None [6]

No Opinion [2]

10. Did you do any new jobs at home since you came back from camp?

Many [3] A Few [18] None [15] No Opinion [3]

11. Was there anything at camp which you would have liked to spend more time doing? (Write your answer below)

APPENDIX C

MILWAUKEE PUBLIC SCHOOLS

TEACHER QUESTIONNAIRE AND RESPONSES ON SCHOOL CAMPING
for
E.S.E.A. Project - Outdoor Education

Dear Teacher:

Your class recently participated in an outdoor camping trip. We are quite interested in your reactions concerning this activity so that the program may be improved for future years. Would you please answer the following questions and return this questionnaire in the attached envelope.

Your prompt response will be greatly appreciated.

1. Do you feel that the camping program was of enough value to continue it in the future? Yes [14] No [0]

2. Considering the total effect on the class, do you feel that the experience was of value? Great value [14] Some value [0] Little value [0]

3. As a result of the camping experience, do you feel that the children learned to work together better, i.e., displayed an improvement in democratic living habits? Many [10] About half [3] Few or none [1]

4. Did the children show an increase in their ability to assume individual responsibility? Many [9] About half [2] Few or none [2] No Opinion [1]

5. Did any of the children have a happy experience at camp?

Most [14] About half [0] Few [0]

6. Among those who came under your observation, did the children make use of their school learning while at camp? Most [11]

About half [2] Few or None [0] No Opinion [1]

7. Were any of the children more helpful in doing classroom and associated tasks after returning from camp?

Most [9] About half [3] Few [2]

8. Did any of the children show improvement in their health practices after returning from camp? Most [2] About half [4]

Few or None [3] No Opinion [5]

9. Have you noticed any new alignments in leadership since camp?

Many [1] Few [8] None [4] No Opinion [1]

10. Have you noticed any change in acceptance of pupils who were previously somewhat isolated? Many [1] Few [9]

None [3] No Opinion [1]

11. Has the group's attitude toward schoolwork changed since the camping trip? Stayed the same [4] Deteriorated [0]

Improved [8] No Opinion [2]

12. Did the children apply camp learnings after their return?

A great deal [7] To a moderate extent [5]

Little [0] No Opinion [2]

13. Were you able to work camp lessons into your lesson plans?

A great deal [11] Occasionally [1] Little [0]

No Opinion [2]

14. Did the children show increased interest in art and craft activities as a result of the camping trip? Many [8] About half [3]

Few or None [0] No Opinion [3]

15. Did the children show increased interest in science after returning from the camping trip? Many [10] About half [2]

Few or None [1] No Opinion [1]

16. Do you feel closer to the children after camp? Many [11]

About half [2] Few [1]

17. List any suggestions which you feel would improve camp.

18. Other Comments.

APPENDIX D

MILWAUKEE PUBLIC SCHOOLS

TEACHER/STAFF REACTIONS CONCERNING THE DAY AND TEPEE CAMPS
QUESTIONNAIRE

E.S.E.A. Project - Outdoor Education

Dear Teacher/Staff Member:

Many children have attended day camps, tepee camps, and interpretive field trips this summer. We are interested in your reactions concerning these activities. In order to help us evaluate this program, would you please fill outthis brief questionnaire and return it in the attached envelope.

Very truly yours,

John F. Keysor
Department of Psychological Services
and Educational Research

1. Do you feel that the camping program was effective enough to continue it in the future? Yes [34] No [0] No Opinion [2]

2. Considering the total effect on the children, do you feel that the experience was of value? Great value [28] Some value [7]

   Little value [0] No Opinion [1]

3. Did the children respond well to the authority of the camp staff?

   Most [31] About half [2] Few [0] No Opinion [3]

4. Did the children work together effectively in group activities?

   Most [23] About half [3] Few [2] No Opinion [8]

5. Did the children seem to respect the rights and property of others?

Most [30] About half [2] Few [0] No Opinion [4]

6. Did the children interact well in the recreational activities?

Most [27] About half [0] Few [0] No Opinion [9]

7. Did the children display an interest in the wise use and/or misuse of our natural resources? Most [26] About half [4]

Few [2] No Opinion [4]

8. Did the children seem anxious to learn about nature, science, and the outdoors? Most [30] About half [5] Few [0]

No Opinion [1]

9. Please make any suggestions which you feel would improve the camping experience in the future.

10. Please add any other comments which you feel might be pertinent.

APPENDIX E

PARENT QUESTIONNAIRE AND TABULATION OF RETURNS FOR CAMP WHITCOMB

Dear Parent:

Last spring your child went to camp Whitcomb for three days as a special school activity. In order that we may assess the value of this camping experience, we are quite interested in your reactions to the program. Would you please help us to do this by answering the following questions. When you have finished, please return this questionnaire in the enclosed envelope.

Very truly yours,

John F. Keysor
Department of Psychological Services
and Educational Research

1. If your child had not been able to attend school camp, would he have been sent to any other camp? Yes [0] No [15]
   No Opinion [1]

2. Do you feel that the camp experience increased your your child's interest in the outdoors? Very much [12] A little [3]
   Not at all [0] No Opinion [1]

3. Since camp, does your child do more to help around the house?
   Much more [2] A little more [11]
   About the same or less [2] No Opinion [1]

4. Is your child more interested in making new friends? Much more [5]
   A little more [3] About the same or less [7]
   No Opinion [1]

5. Is your child more considerate of others? Much more [4]

A little more [5] About the same or less [6]

No Opinion [1]

6. Is he interested in any new jobs since camp? Many [2]

A few [10] None [3] No Opinion [1]

7. Does he take better care of his own clothes and belongings?

Much better [3] A little better [7] About the same or less [5]

No Opinion [1]

8. Did the camping trip cause a change in your child's interest in school?

Much more interested [6] A little more interested [6]

About the same or less [3] No Opinion [1]

9. Do you feel that the camping trip was valuable enough to continue school camping in the future? Yes [15] No [0]

No Opinion [1]

10. Please add any comments which you wish to make.

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction

June 2, 1966

MEMORANDUM - Principals' Reaction Form for ESEA Projects

To: (Addressee-Principal)

The purpose of this memorandum is to ask you, as a school principal, to share with us your opinion of ESEA projects which have operated this semester in your school. The ESEA projects are those which are funded under the Elementary and Secondary Education Act.

Completing a questionnaire on each project in each school would be a formidable task. In order to obtain your judgement as accurately and efficiently as possible, we have prepared a single chart which includes all the projects and objectives. We hope you will find it comprehensive and convenient.

This information will be supplementary to that provided by other data collecting procedures. For example, pupil achievement is not included in this list of objectives because other methods will be used to assess pupil achievement.

On the attached chart, we have listed the titles of the ESEA projects. On the left-hand side of the page you will find a listing of objectives (aims or goals) that are common to several of the projects. Cells within certain rows and columns of the chart are circled in red to indicate that these specific objectives apply to a given project in your school. Using the key shown below, please place a rating within each circled cell.

Please return this form in the enclosed self-addressed envelope by June 15, 1966. If you have any questions, call John Belton, Supervisor of Educational Research, 476-3670, Extension 394.

Use the ratings as follows:

RATING KEY

3. Project fulfilled this objective to an outstanding degree

2. Project satisfactorily reached this objective

1. Project was unsatisfactory in reaching this objective

0. I have no opinion

School_____

Key:

3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

Category	As a result of this project, there has been improvement in:	OBJECTIVES (AIMS OR GOALS OF E.S.E.A. PROJECTS)									
		SAMPLE: Lower Pupil-Teacher Ratio Project No. XX	E-1 School Library Services	E-2 Expanded Reading Center Services	E-4 Additional Non-teaching Vice-Principals	E-5 Special Physical Education Teacher Program	E-6 Art Experience Program	E-7 Music Experience Program	E-8 Speech & Language Skills Building Program	E-10 Outdoor Education	SS-1 Expansion of Psychological Services
A.	Teaching-Learning Environment	(2)									
B.	Teaching Performance in This Area										
C.	Pupil Attitude	(1)									
D.	Personal Development of Pupil	(0)									
E.	Pupil-Teacher Relationship	(3)									
F.	Home-School Relations										
G.	Out-of-School Activities										
H.	Curriculum Materials										
I.	Teacher Morale	(3)									
J.	Supervision										

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